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ABSTRACT
          In an effort to find either support for or evidence
contrary to the popularly accepted concept of student withdrawal into
the self and student rejection of outside authority, Dr. Jeffrey K.
Hadden administered a 246 question questionnaire to 2,000 students
who came from every type of college campus. Five attitudes appeared
to reflect the collective views of these students: (1) they were
idealistic and socially aware; (2) their idealism often took the form
of contempt for the older generation's hypocrisy; (3) their rejection
of mass institutions was much less than indicated by the mass media;
(4) they lacked a realistic sense of what their ideals implied in
terms of social and public action; and (5) their privatism ethic was
ambiguous in all its implications. This report presents the results
of a 95 item questionnaire culled from Hadden's and compares the
values and attitudes of Harcum students with those of the 2,000
students and the Harcum faculty. Responses are presented and compared
for eight categories: (1) business and economics; (2) college and
university; (3) institutions and society; (4) personal involvement;
(5) politics and government; (6) racial attitudes; (7) reactions to
protest; and (8) urban and suburban life, as well as for each of the
95 items. (AF)

VALUES AND ATTITUDES

OF HARCUM STUDENTS AND FACULTY-STAFF

Office of Research

HARCUM JUNIOR COLLEGE

IRR 10-12

VALUES AND ATTITUDES OF
STUDENTS AND FACULTY-STAFF

Much has been written in recent years regarding the so-called "generation-gap"; the values of our youth-oriented society; and our collective concern as we view the "failures" of the older generations.

It has been suggested that the interaction of these social forces has led to the development of a trait among young people -- identified as the "cult of personalism". This has been described as a generalized student withdrawal from institutions into the self. Among the major characteristics of this "privatism" is the rejection of meaning or authority outside of the self. In a very real sense, this "privatism" becomes self-indulgence, or a relatively simple form of old-fashioned romanticism!

In an effort to find either support for or evidence contrary to this concept of student-withdrawal-into-the-self, Dr. Jeffrey K. Hadden constructed and conducted a most comprehensive student survey. Working with students, they selected 246 questions which were put to 2,000 college seniors who came from every type of campus. Analyzing their responses, Hadden noted that as a group, they did not fit into either the liberal's view of reality, or that of either the radical or conservative. He concluded that there appear to be five major attitudes or values which reflected the collective views of these young adults. They include:

"First, today's students are indeed idealistic and socially aware, maybe more so than any previous generation.

Second, their idealism often takes the form of contempt for the older generations hypocrisy, and failure to break out of institutional restraints and to act upon its stated ideals in personal life.

Third, their rejection of existing institutions, however, is much less total than the mass media tend to indicate. Students are hesitant, sometimes quixotic. Depending upon their personal experience, and upon fulfillment of the privatism ethic, they affirm certain existing institutions strongly -- and see in them the prospect for creative growth.

Fourth, for all their abstract altruism, students lack a realistic sense of what their ideals imply in terms of social and public action. It is not clear, in fact, that they are fully committed to the ideals they talk about, especially when action may conflict with privatism.

Fifth, their privatism ethic is ambiguous in all its implications. While it tends to be self-centered and anti-institutional, and assumes a high level of materialistic comfort, it develops in many cases an acute sensitivity to others and a determination to conduct their own lives so as to contribute personally to their ideal of a decent society." (1)

To ascertain what contrasts and similarities in values and attitudes exist between Harcum students, faculty-staff, and the 2000 college seniors, a 95-item questionnaire (culled from the 246 item questionnaire which Hadden used) was anonymously circularized among the Harcum students and faculty-staff. For each of the 95 questions, they were requested to write in the appropriate number of the following Agree-Disagree Scale:

Number 5	-	Strongly agree
Number 4	-	Mildly agree
Number 3	-	No opinion
Number 2	-	Mildly disagree
Number 1	-	Strongly disagree

To insure comparability of replies with the Hadden survey, percentages in the Harcum survey consist of combining #5 (Strongly agree) and #4 (Mildly agree) responses to each statement. All percentages reported are rounded off to the nearest whole number. For the faculty responses, they were requested to omit answering any questions which they considered to apply only to students. As a consequence, many of the faculty-reported percentages are "low" for this reason and should not necessarily be considered as representative of their attitudes.

For those who are interested primarily in specific attitudes and values of these young-adults, the following listing summarizes and groups the appropriate questionnaire items. (Some questionnaire items are listed several times in different groups when they refer to more than one subject.)

Attitudes Toward:
1 - Business-Economics =40,41,42,43,44,45,46,48,49,51,52,53,54,55,56,57,66.
2 - College & University = 16,17,18,19,20,21,22,23,24,26,27,28,29,30,31,32,
33,34,35,87,88,92.
3 - Institutions in Society = 15,36,47,52,55,61,62,63,64,67,77,78,79,86,91,94.
4 - Personal Involvement = 1,2,3,4,6,10,11,12,13,25,38,53,58,89,90,93,94.
5 - Politics & Government = 6,38,39,50,65,89.
6 - Racial Attitudes = 5,61,65,68,69,73.
7 - Reactions to Protest = 32,33,34,35,59.
8 - Urban & Suburban Life = 7,8,9,14,37,60,70,71,72,74,75,76,81,82,83,84.

(1) "The Private Generation", Jeffrey K. Hadden; PSYCHOLOGY TODAY,
October 1969.

Table 1 which follows summarizes, by Attitude Category, the specific questionnaire items in which a majority (51% and greater) of the two young-adult groups agreed.

Table 1:- Majority-Selected Questionnaire Items Reflecting Agreement

Attitude Group & Numbered Items	Harcum	Hadden
Business - Economics (5 items)	%	%
(45) The kind of work I do matters more than whether I do it for government, busines, a university or an independent organization	72	86
(52) I'm bugged by the prospect of working for an organization where I'll have to carry out policies I think are wrong.	72	65
(53) I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes.	59	72
(56) I would like to work for a company that would give me the opportunity for further education.	79	86
(66) Most people who live in poverty could do something about it if they really wanted to.	59	54
College & University (11 items)		
(16) I believe that in general the college classroom is seriously lacking in relevance to the real problems of the world.	62	52
(17) I wish that universities would develop programs that would involve students in urban problems.	76	75
(19) I believe that the university is one important symbol of hope in a troubled world.	59	73
(28) College courses have too much theory, not enough practical training that will help me later on.	52	63
(29) College presents a dilemma of choosing between a major that is interesting and one that leads to a good job.	66	61
(31) College administrators are generally indifferent to student needs.	52	59
(32) I am concerned with the improvement and reform of college practices as are the protest leaders.	62	95
(33) I am sympathetic with the goals of college protest.	59	79
(35) Protest leaders should not be expelled from colleges.	66	68
(87) Colleges should not try to control student life outside the classroom.	76	79
(88) The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with his life.	72	78

	Harcum %	Hadden %
Institutions in Society (5 items)		
(52) I'm bugged at the prospect of working for an organization where I'll have to carry out policies I think are wrong.	72	65
(63) Our society is going to be torn apart by rising tensions and unrest.	62	52
(67) I expect to pay a lot of taxes in my lifetime because many people would rather live on welfare than work.	52	56
(91) Students should have an option between serving in the Peace Corps and the military.	59	71
(94) I look at work as a way of life and not simply as a way of making a living.	69	68
Personal Involvement (8 items)		
(1) The most important things in life can only be understood through involvement.	83	85
(10) I hope to live in a way that will make some contribution to man's understanding of man and help build a more tolerant, just world.	100	90
(12) I believe that my generation is going to make a better world.	72	68
(38) Most people would rather just vote about a problem than do something about it.	83	68
(53) I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes.	59	72
(89) Whether I work for government or the private segment of the economy, I would like a job where I will more or less be my own boss.	72	85
(90) My private life will not be sacrificed even if it means making less money.	69	82
(93) I take it for granted that I will make a good income I'm much more concerned about finding a job where I will do things that matter than the salary I earn.	79	82
(94) I look at work as a way of life and not simply as a way of making a living.	69	68
Politics & Government (3 items)		
(38) Most people would rather just vote about a problem than do something about it.	83	87
(65) I would not mind having a member of a different racial group represent me in Congress.	76	86
(89) Whether I work for government or the private segment of the economy, I would like a job where I will more or less be my own boss.	72	85

	Harcum	Hadden
Racial Attitudes (2 items)	%	%
(5) I feel morally obliged to do what I can to end racial injustice in this society.	69	76
(65) I would not mind having a member of a different racial group represent me in Congress.	76	86
Reactions to Protest (3 items)		
(32) I am as concerned with the improvement and reform of college practices as are the protest leaders.	62	95
(33) I am sympathetic with the goals of college protests.	59	79
(35) Protest leaders should not be expelled from colleges.	66	68
Urban & Suburban Life (6 items)		
(8) The problems of cities are personally important to me.	76	89
(9) I believe that suburbia is a style of life that combines the advantages and opportunities of both big cities and small towns.	59	78
(37) The welfare state has failed in the inner city.	52	70
(70) I enjoy being in the middle of a large city where all types of activities go on.	59	62
(74) The troubles of cities is personally important to me.	62	90
(82) I do not want my children to grow up in the city .	52	54

In total, 40 of the 95 items, or 42% are attitudes shared by a majority of both the Harcum students and the 2,000 other college seniors. This suggests extensive congruity of attitudes among these two groups who represent both the upper and lower divisions of colleges. This substantial stability of outloook between freshmen and sophomores in comparison with seniors indicates a common base of values in which there is more agreement than disagreement.

The questionnaire consisted of the following items. Following each of the questionnaire statements are three numbers. The number on the extreme left represents the percentage of the total number of Harcum respondents who selected either #5 or #4 on the agreement-disagreement scale. The middle number in parentheses reflects the percentage of the 2,000 other college seniors with #5 and #4 answers, and the number to the extreme right reflects the views of the Harcum faculty-staff members.

1 - The most important things in life can only be understood through involvement. 83% (85%) 100%.
2 - I do participate regularly in discussion programs dealing with national problems. 55% (33%) 75%.
3 - I have sent a letter or telegram to a public official. 35% (12%) 6%
4 - I have participated in a demonstration. 62% (16%) 21%
5 - I feel morally obliged to do what I can to end racial injustice in this society. 69%(76%) 46%

6 - I have a leadership role in some political cause. 41% (59%) 29%

7 - I believe the exodus of whites from the cities has contributed to the
ghetto crises. 45% (73%) 75%

8 - The problems of cities are personally important to me. 76% (89%) 100%

9 - I believe that suburbia is a style of life that combines the advantages
and opportunities of both big cities and small towns. 59% (78%) 71%

10 - I hope to live in a way that will make some contribution to man's
understanding of man and help build a more tolerant, just
world. 100% (90%) 100%

11 - I'll probably never accomplish anything very important. 17% (22%) 25%

12 - I believe that my generation is going to make a better world. 72% (68%) 42%

13 - I believe that my generation will create the first society that is
truly free of prejudice. 31% (13%) 13%

14 - I doubt that my elders have the intelligence and moral sensitivity
to deal with the urban crises. 21% (60%) 8%

15 - I doubt that we have little hope for survival if institutions don't become
more sensitive to human needs. 41% (60%) 67%

16 - I believe that in general the college classroom is seriously lacking in
relevance to the real problems of the world. 62% (52%) 33%

17 - I wish that universities would develop programs that would involve
students in urban problems. 76% (75%) 63%

18 - I believe that the universities have abdicated their responsibility to deal
with vital moral issues. 41% (50%) 42%

19 - I believe that the university is one important symbol of hope in a
troubled world. 59% (73%) 88%

20 - I believe my professors don't really care about the problems of the
society. 7% (20%) 0

21 - I believe that where my college fails I am still learning a great
deal in spite of the college. 72% (49%) 4%

22 - I believe that college has changed my whole view of myself. 45% (65%) 21%

23 - I am not in college to improve my prospects for fitting into society's
jobs. 34% (55%) 4%

24 - Significant learning takes place only if the student knows that the
teacher fully accepts and is seriously interested in him as a
person. 41% (49%) 54%

25 - The ideal of scientific objectivity or detachment falsifies the
inevitably personal nature of all inquiry. 17% (32%) 21%

26 - .Most of my professors are too liberal. 14% (8%) 0

27 - I can't talk to my parents about the things I am learning in
school. 21% (40%) 0

28 - College courses have too much theory, not enough practical training
that will help me later. 52% (63%) 17%

29 - College presents a dilemma of choosing between a major that is
interesting and one that leads to a good job. 66% (61%) 38%

30 - I have learned more in a "hen-session" with other students than I have
in class 55% (38%) 0

31 - College administrators are generally indifferent to student needs.
52% (59%) 17%

32 - I am as concerned with the improvement and reform of college
practices as are the protest leaders. 62% (95%) 50%

33 - I am sympathetic with the goals of college protests. 59% (79%) 38%

34 - I believe that college protest leaders give the rest of us a
bad name. 34% (57%) 25%

35 - Protest leaders should not be expelled from colleges. 66% (68%) 38%

36 - Politicians are mere maintainers of the status quo. 34% (60%) 50%

37 - The welfare state has failed in the inner city. 52% (70%) 54%

38 - Most people would rather just vote about a problem than do
something about it. 83% (87%) 88%

39 - There is no point in trying to change existing political structure. If one
is interested in change, he must work outside these structures.
59% (14%) 17%

40 - The free enterprise system is the single economic system compatible
with the requirements of personal freedom and constitutional
government. 34% (61%) 50%

41 - Private enterprise is capable of solving any problem it puts its mind
to, including poverty. 41% (62%) 58%

42 - Business is already more deeply involved than government in
creative urban programs. 41% (60%) 25%

43 - I regard profit and the public interest as compatible. 24% (55%) 42%

44 - Business expects more conformity than I can give. 55% (48%) 17%

45 - The kind of work I do matters more than whether I do it for government,
business, a university or an independent organization. 72% (86%) 75%

46 - Those who knock free-enterprise misunderstand what made this a
great nation. 31% (67%) 63%

47 - The churches in America have been hopelessly slow in joining the
struggle for social justice. 48% (65%) 67%

48 - You have more freedom working in business than in government.
28% (46%) 46%

49 - Business provides little opportunity today for anyone who cares about
what happens in the world. 31% (25%) 33%

50 - The decisions I might make inside a corporation would influence the
society more than my votes. 28% (47%) 54%

51 - The advantage of intellectual work for a corporation is that you get
to test your theories in action. 34% (62%) 71%

52 - I'm bugged by the prospect of working for an organization where I'll
have to carry out policies I think are wrong. 72% (65%) 71%

53 - I would like to work for an organization where the boss wouldn't be
upset if I were involved in unpopular causes. 59% (72%) 67%

54 - Many friends would lose respect for me if I go into business. 7% (7%) 0

55 - I'd never work for any part of the military-industrial complex. 38% (21%)29%

56 - I would like to work for a company that would give me the opportunity
for further education. 79% (86%) 63%

57 - White backlash poses the most serious threat to American society.
    38% (39%) 21%
58 - I'd like spending a year or two in voluntary service such as the
    Peace Corps. 45% (49%) 29%
59 - White backlash poses the most serious threat to American Society.
    38% (39%) 21%
60 - Theoretically, the beauty of the city is that it's a center of optimum
    freedom and choice for the individual. 38% (49%) 33%
61 - Black Power is an example of participatory democracy that needs
    - to be reawakened in society. 35% (30%) 38%
62 - The rate of social change is so great that it frightens me. 45% (27%) 33%
63 - Our society is going to be torn apart by rising tensions and unrest.
    62% (52%) 54%
64 - I believe that sensational news coverage has made urban and racial
    problems seem more severe than they are. 45% (51%) 58%
65 - I would not mind having a member of a different racial group represent
    me in Congress. 76% (86%) 83%
66 - Most people who live in poverty could do something about it if they really
    wanted to. 59% (54%) 67%
67 - I expect to pay a lot of taxes in my lifetime because many people would
    rather live on welfare than work. 52% (56%) 67%
68 - Negroes could solve many of their own problems if they would not be so
    irresponsible and carefree about life. 66% (42%) 46%
69 - I believe that the condition of the average Negro is improving. 66%
    (48%) 92%
70 - I enjoy being in the middle of a large city where all types of activities
    go on. 59% (62%) 75%
71 - Cities have little to offer that can't be found in small communities.
    - 17% (22%) 21%
72 - Large cities are an unfortunate mistake in the development of human
    societies. 17% (28%) 33
73 - White racial attitudes are partly responsible for the human relations
    problems of our big cities. 48% (94%) 83%
74 - The troubles of cities is personally important to me. 62% (90%) 83%
75 - I consider the problems of big cities insoluble. 7% (15%) 25%
76 - I am not sure that my generation will solve the problems of the
    urban crisis. 48% (75%) 67%
77 - I believe that science and technology are dehumanizing man. 35% (47%) 46%
78 - I doubt that technology is a very positive force creating opportunity
    for man to be truly free. 28% (33%) 29%
79 - Science makes it possible for people to go beyond preoccupation with
    survival into concern with intellectual attainment, friendship and
    participation in civic life. 48% (72%) 83%
80 - We have the economic and technical capacity to do anything we want
    with our cities. 52% (72%) 75%
81 - I would like to 'get in on the action' as business creates new jobs
    involved in solving urban problems. 62% (45%) 33%

82 - I do not want my children to grow up in the city. 52% (54%) 63%

83 - I want to live in the central city so my children can go to school
with children of other races. 28% (25%) 38%

84 - I want to be a suburbanite. 45% (78%) 42%

85 - All my parents care about is how much money I make when I complete
college. 2% (22%) 0

86 - I believe it is a young man's duty to serve his country when called.
35% (67%) 67%

87 - Colleges should not try to control student life outside the classroom.
- 76% (79%) 46%

88 - The most important thing about college is that it provides the student
sometime to discover himself and think about what he wants to do with
life. 72% (78%) 67%

89 - Whether I work for government or the private segment of the economy,
I would like a job where I will more or less be my own boss. 72% (85%) 63%

90 - My private life will not be sacrificed even if it means making less
money. 69% (82%) 27%

91 - Students should have an option between serving in the Peace Corps and
the military. 59% (71%) 63%

92 - I feel I was forced to pick a college major (program of study) before I
was ready to. 17% (73%) 13%

93 - I take it for granted that I will make a good income; I'm much more
concerned about finding a job where I will do things that matter than
the salary I earn. 79% (82%) 42%

94 - I look at work as a way of life and not simply as a way of making a
living. 69% (68%) 38%

95 - I do not see the value of answering questionnaires such as this one.
17% --- 2%

* * * * * * * *

Rather interesting paradoxes are evident in some of the replies of
Harcum students and faculty-staff, as well as the Hadden group; item #
referring to the same numbered item of the questionnaire.

For example, some 69% of Harcum student respondents indicated that
they felt "morally obliged to do what I can to end racial injustice in this
society," (item #5). Yet, some 66% are evidently unwilling to reject the
most blatant stereotype of our culture -- "Negroes could solve many of their
problems if they would not be so irresponsible and carefree about life"
(item #68). This same inconsistency is evident in the responses of the
Hadden group (#5 = 76% and #68 = 42%).

Another interesting paradox is found in the following survey item
comparisons:
Item #
1 - The most important things in life can only be understood through
involvement. 83% (85%) 100

Item #

2 - I do participate regularly in discussion programs dealing with national problems. 55% (33%) 75. (Only a third of the Hadden group report participation).

3 - I have sent a letter or telegram to a public official. 35% (12%) 46%. (Only 12% of the Hadden group and about one-third of the Harcum students responded in the affirmative.

6 - I have had a leadership role in some political cause. 41% (5%) 29% (Only 5% of the Hadden group indicated such leadership.)

Still another inconsistent situation is evident in the following comparisons:

Item #

74 - The problems of cities is personally important to me. 76% (89%) 100

84 - I want to be a suburbanite. 45% (78%) 42%. (Almost as many of Hadden's group wish to join the exodus from the cities as expressed
   - concern about the problems of the cities!)

70 - I enjoy being in the middle of a large city where all types of activities go on. 59% (62%) 75%. (The Harcum student-sample is reasonably consistent; about 60% desire the city, and about 40% opt for the suburbs. On the other hand, the Hadden sample is rather inconsistent; 78% heading for the suburbs and 62% for the cities!)

The strong idealism that Hadden postulates, (his 'first' major attitude) is dramatically reinforced in items #10, 12, 80 and 94. All three groups state, virtually in total group amounts: 10 - I hope to live in a way that will make some contribution to man's understanding of man and help build a more tolerant just world. 100% (90%) 100%.

> #12 - I believe that my generation is going to make a better world. 72% (68%) 42%
>
> #80 - We have the economic and technical capacity to do anything we want with our cities. 52% (72%) 75%
>
> #94 - I look at work as a way of life and not simply as a way of making a living. 6% (68%) 38%

The 'younger' generation, as reflected in the views of both the Harcum and Hadden samples believe in themselves as well as their particular generation. This is clearly evidenced in the following:

> #12 - I believe that my generation is going to make a better world. 72% (68%) 42%

However, this idealism is tempered to the extent reflected in the following:

> #13 - I believe that my generation will create the first society that is truly free of prejudice. 31% (13%) 13%

The immediate, obvious focus of student discontent or restlessness is the college or university which is their immediate and 'now' experience. The extent of their feeling of rebellion and inconsistent expression of hope is reflected in the following:

#19 - I believe that the university (college) is one important symbol of hope in a troubled world. 59% (73%) 88%

#20 - I believe my professors don't really care about the problems of the society. 7% (20%) 0.

In contrast!

#28 - College courses have too much theory, not enough practical training that will help me later on. 52% (63%) 17%.

#29 - College presents a dilemma of choosing between a major that is interesting and one that leads to a good job. 66% (65%) 21%

In contrast!

#22 - I believe that college has changed my whole view of myself. 45% (65%) 21%

The very great intensity of students' reactions to education is revealed in the following items:

#24 - Significant learning takes place only if the student knows that the teacher fully accepts and is seriously interested in him as a person. 41% (49%) 54%.

#25 - The ideals of scientific objectivity or detachment falsifies the inevitable personal nature of all inquiry. 17% (32%) 21%

#27 - I can't talk to my parents about the things I am learning in school. 21% (40%) 0

#28 - College courses have too much theory, not enough practical training that will help me later on. 52% (63%) 17%

#29 - College presents a dilemma of choosing between a major that is interesting and one that leads to a good job.

#30 - I have learned more in a "hen-session" with other students than I have in class. 55% (59%) 17%

At this point, one might reasonably ask - "why the protest then?" The 'answer' would appear to be indicated in the following item:

#31 - College administrators are generally indifferent to student needs. 52% (59%) 17%

In regard to the students' views regarding government and politics, the following is enlightening.

#36 - Politicians are mere maintainers of the status quo. 34% (60%) 50%

#38 - Most people would rather just vote about a problem than do something about it. 83% (87%) 88%

#39 - There is no point in trying to change existing political sturcture. If one is interested in change he must work outside these structures. 59% (14%) 17%.

The specific attitudes of students regarding the world of business and economics are reflected in the following:

#40 - The free enterprise system is the single economic system compatible with the requirements of personal freedom and constitutional government. 34% (61%) 50%

#41 - Private enterprise is capable of solving any problem it puts its mind to, including poverty. 41% (62%) 58%

#42 - Business is already more deeply involved than government in creative urban programs. 41% (60%) 25%

#43 - I regard profit and public interest as compatible. 24% (55%) 42%

#46 - Those who knock free-enterprise misunderstand what made this a great nation. 31% (67%) 63%

#48 - You have more freedom in working for business than in the government. 28% (46%) 46%

#49 - Business provides little opportunity for anyone who cares about what happens in the world. 31% (25%) 33%

#50 - The decisions I might make inside a corporation would influence the society more than my votes. 28% (47%) 54%

#54 - Many friends would lose respect for me if I go into business. 7% (7%) 0

Student attitudes of independence and 'privatism' are found in the following items:

#87 - Colleges should not try to control student life outside the classroom. 76% (79%) 46%

#88 - The most important thing about college is that it provides the student some time to discover himself and think about what he wants to do with life. 72%   (78%) 67%

#89 - Whether I work for government, or the private segment of the economy, I would like a job where I will more or less be my own boss. 72% (85%) 63%

#90 - My private life will not be sacrificed even if it means making less money. 69% (82%) 27%

#91 - Students should have an option between serving in the Peace Corps and the military. 59% (71%) 63%

53- I would like to work for an organization where the boss wouldn't be upset if I were involved in unpopular causes. 59% (72%) 67%

In terms of Attitude groups, the following listing summarizes the number of items, by attitude group, in which a majority (51% or greater) of both Harcum students and the sample of 2,000 other seniors agreed.

Attitudes toward
1. Business & Economics   = 5 items or 28% of total in group
2. College & University   = 11 items or 50%
3. Institutions in Society   = 5 items or 31%
4. Personal Involvement   = 8 items or 47%
5. Politics & Government   = 3 items or 50%
6. Racial Attitudes   = 2 items or 33%
7. Reaction to Protest   = 3 items or 60%
8. Urban & Suburban Life   = 6 items or 38%

Out of these diverse and at times contradictory views, there are distinct dangers that this 'privatism' ethic may evolve into a kind of romanticized withdrawal from societal obligations and responsibilities to others. Evidently the romantics among today's students are disenchanted with those of us over 30 because of the world-in-turmoil which they will shortly inherit.

As Dr. Hadden notes; the prospects of this retreat into privatism "are both ominous and promising. If turning inward to discover the self is but a step toward becoming a sensitive and honest person, our society's unfettered faith in youth may turn out to be justified. However, privatism's present mood and form seems unbridled by any social norm or tradition and almost void of notions for exercise of responsibility towards others. On campus, as in the outside-world judgments, students react to any threat to the private preserves of their existence." (2)

As Dr. Hadden has so cogently suggested, the greatest potential danger in this self-centered cult of privatism lies in a tragic failure to both recognize and accept essential social requirements of responsibility toward others.

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(2) op.cit. page 33